

Agenda

3:00 – 3:30 Communication

3:30 – 4:00 Math Concepts

4:00 – 4:10 Break

4:10 - 4:30 Lesson Planning

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Communication

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Communication

"Not being able to speak is not the same as not having anything to say"

Rosemary Crossley, Australian educator

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Communication

- Everyone MUST have it!
- Everyone MUST have access to a standards-based education

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Communication Bill of Rights

Each person has the right to

- request desired objects, actions, events and people
- refuse undesired objects, actions, or events
- express personal preferences and feelings
- be offered choices and alternatives
- reject offered choices

From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities. (1992). Guidelines for meeting the communication needs of persons with severe disabilities. Asha, 34(Suppl. 7), 2-3.

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What to Consider when Choosing a Communication Strategy

- Educational team and family should collaborate and agree on the communication strategy
- Create a communication dictionary
- Consider the language level of the student

What to Consider when Choosing a Communication Strategy

- Students with multiple disabilities to include deaf-blindness will need extensive and consistent input to attach meaning
- Determine what is working, what needs to be changed and what needs to be added to communication system

Processing is Important!

What's Going In?



<http://i2.foxm.com/orig/35/babe-baby-child-eyes-girl-Foxm.com-289172.jpg>

Auditory Input




meriahichols.com
Gigaom2.files.wordpress.com














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Auditory Input

- Sound Awareness
- Spoken Language
- Listening
- Auditory Processing



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Visual Input

 I want	 book	 help
 eat	 sleep	 play
 OK	 more	 no
 yes	 stop	 X



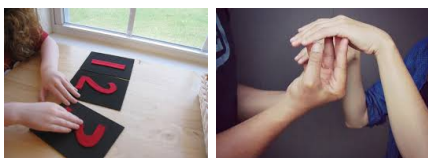
C2 staticlicker.com
http://www.gstdesigns.com/AugmentativeCommunication/Augmen4.jpg


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Visual Input

- Pictures
- Objects
- Sign language

Tactile Input




Splashofpaprka.files.wordpress.co

Tactile Input

- Textures
- Objects
- Sign language
- Touch Cues

Touch Cue



http://aphotos.net/en/image/141-219532-hand_women_touching_hand_men_images

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Touch Cue


- A touch made in a consistent manner directly on the body to communicate with a child
- A simple means of receptive communication in the early stages of communication
- Not based on a standardized system

Example:
Touching one side of a child's mouth to indicate time to eat

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How is it Getting Out?

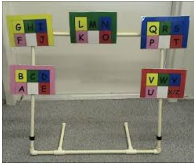


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Eastern Elementary School Greenville, NC

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Expressive Communication




Visual

The Center for Literacy and Disabilities Studies



Tactile

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Eastern Elementary School
Greenville, NC



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Communication Matrix



<https://www.communicationmatrix.org/ninecategories.aspx>



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The Communication Matrix (Charity Rowland)

- Communicative behavior - 0 - 24 months of age
- Paper and electronic version - *SAVE PASSWORD!!!*
- Educator and Family versions (English, Spanish, Chinese, Russian, Korean, Vietnamese)
- Customized Reports



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Communication Matrix


7 levels of Communication

- Pre-intentional
- Intentional
- Unconventional
- Conventional


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Communication Matrix

- Concrete Symbols
- Abstract Symbols
- Language


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Communication Matrix


9 Categories of Communicative Behavior

- Body movements
- Early Sounds
- Facial expressions
- Visual
- Simple gestures


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











Communication Matrix


- Conventional gestures & vocalizations
- Concrete symbols
- Abstract symbols
- Language


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Communication Matrix


Level	Behavior Category				
I					
II					
III					
IV					
V					
VI					
VII					


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Pre- Intentional Behavior Level 1


- Facial Expressions
- Body Movements
- Sounds


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Intentional Behavior Level 11

- Facial Expressions
- Vocalizations
- Eye Gaze


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**Unconventional Communication Level
111**

- Gestures/
Movements
- Vocalizations
- Facial Expressions
- Eye Gaze


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Conventional Communication Level IV

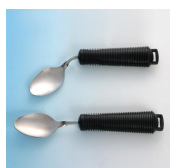
- Pointing
- Nodding
- Shaking head
- Looking from
person to object


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Concrete Symbols Level V

- Object Cue
- Parts of Objects
- Miniatures

Object Cue



Objects

- Provides a concrete way to support communication interactions
- Provides a multisensory approach to language learning
- Can be both receptive and expressive

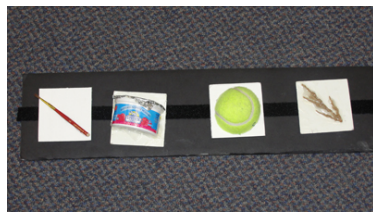
Objects

- Not a lot of demands on memory and vision
- Consider the student's physical ability in order to determine if objects are appropriate
- Make sure the objects have meaning to the student and are of high interest


Object Schedule




Object Choice Board



Parts of Objects




<http://0935bce6b73b3151699e-407c48ed04e1ee58fe61c8294770.r52.cf3.rackcdn.com/Bottle-Tops-product1.jpg>

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Parts of Objects

- Parts of objects can be used for communication but should be based on meaningful tactile information


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Miniatures



http://web4.hobbyline.com/gtr/dm/ldn90076_285.jpg

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Miniatures

- Miniature objects hold no meaning to students without functional vision but may be meaningful concrete examples for students who have adequate vision

Abstract Symbols Level VI

- Tangible Symbols Cards
- Photographs
- Line Drawings
- Manual Signs

Abstract Symbols Level VI

- Textured Symbols
- Tactile Symbols Sets
- Braille or Print
- Augmentative Communication (AAC)
- Speech

Tangible Symbol Cards

- Tactile, representations of activities, objects, places, events, or people
- Used for receptive and expressive communication
- Tangible symbols are permanent
- Can be held in the hand or physically transferred from one place to another
- Range in their level of abstraction

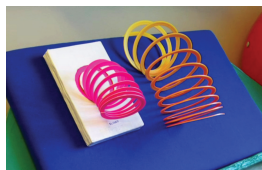
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Tangible Symbol Cards

- Consider the student's interests
- Sensory Needs or limitations
- Receptive and expressive language level
- Student's visual impairment
- Student's fine and gross motor skills
- Pair with Braille or Print

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Tangible Symbol Cards



Perkinslearning.org Closingthegap.com

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Tangible Symbol Cards




<https://s-media-cache-ak0.pinimg.com/236x/10/56/8a/10568ad99f4f97a678be33f5261eeac.jpg>


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Tangible Symbols



+ Increase
 - Decrease
 Default
 Current Size: 100%
 Black/White
 White/Black
 Yellow/Blue
 Green/Red
 Current Style: Standard

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WHAT DO YOU WANT TO LEARN ABOUT?


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Tangible Symbols

Presenter:
Elizabeth Torrey

In this webcast, Elizabeth Torrey talks about the use of "tangible symbols," a term originally coined by Charity Rowland, Ph.D. and Schweigert, M.Ed., to support the development of communication in children who experience a variety of severe communication disorders and who are unable to use abstract symbols. The webcast draws from the work of J. Van Dijk as well as the work of Elizabeth Torrey.

Elizabeth Torrey is a Speech and Language Pathologist in the Early Learning Center at Perkins School for the Blind. She has extensive experience working with children with visual impairments who are at the early stages of language development.


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Photographs



https://smithsystem.com/wp-content/uploads/2012/04/01144_KidneyActivity_2.jpg


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Photographs

- Vision is required
- Photograph can bridge between use of objects and line drawings
- Photographs can be arranged on Velcro boards, books, cards, or placements
- Photographs can be used for choice making, picture schedules, following a recipe, communication and social opportunities

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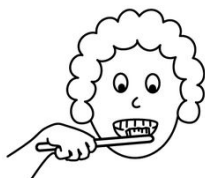
Photographs

- Photographs of single items are concrete in their representation
- Photographs are more abstract when there is multiple information
- Textured can be added to photographs for students with visual impairments
- Must consider the size, color, contrast and clutter

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Line Drawings (pictures)



<https://s-media-cache-ak0.pinimg.com/236x/08/1b/a5011ba633f0814eb24977a2674e9db.jpg>

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Line Drawings (pictures)

- Black and white or color drawings of items, activities, animals or people
- Visually refer to what they represent
- Can be abstract
- Pictures can be concrete if it closely resembles what it represents

Signs on Body



Sign on Body

- A standard manual sign that a signer produces directly on the receiver's body instead of on his/her own body

Coactive Signing



Coactive Signing

www.projectsalute.net

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Coactive Signing

- Physical guidance of the child's hand(s) to facilitate production of a standard manual sign for expressive communication

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Tactile Signing



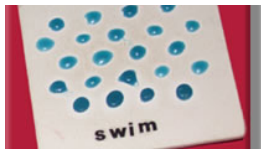
Signs4Hope.blogspot.com

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Tactile Signing

- Communication method based on a standard manual sign system in which the receiver's hand(s) is placed lightly upon the hand(s) of the signer to perceive the signs

Textured Symbols



Textured Symbols

- Abstract communication system using textures such as plastic and cotton
- Represents activities, people and items

Tactile Symbol Set

- Designed for individuals who are totally blind or have very limited use of their residual vision
- Student should be a purposeful and intentional communicator

Tactile Symbol Set

<u>Function</u>	<u>Shape</u>	<u>Texture</u>	<u>Color</u>
Pronouns	Octagon	Laminate	Orange
Verbs	Triangle	Felt	Pink
Adjectives	Heart	Bumpy	Blue
Nouns	Square	Smooth	Yellow

Examples of Using Tactile Symbol for Communication



Texas School for the Blind

Examples of Using Tactile Symbol for Communication



Texas School for the Blind

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Tactile Symbols

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Tactile Symbols

Tactile Symbols Directory to Standard Tactile Symbol List

Texas School for the Blind and Visually Impaired
Functional Academics and Basic Skills Department

[See 13 Videos explaining The Tactile Symbols Directory](#)

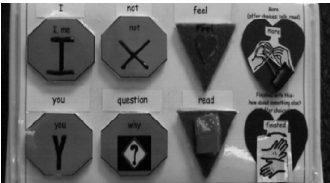
Meaning Category

- Titles
- Events
- Places
- People
- Emotions
- Objects
- Food
- Actions

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AAC Systems



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Expressive Communication




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Eastern Elementary School Greenville, NC




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Braille or Print

- Abstract Symbol systems
- Made of letters or tactile (dots) characters
- Speech




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Symbols Concrete or Abstract Level VII

- Combine two-three symbols
- “want juice”
- “me go”



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Math

Math Concepts

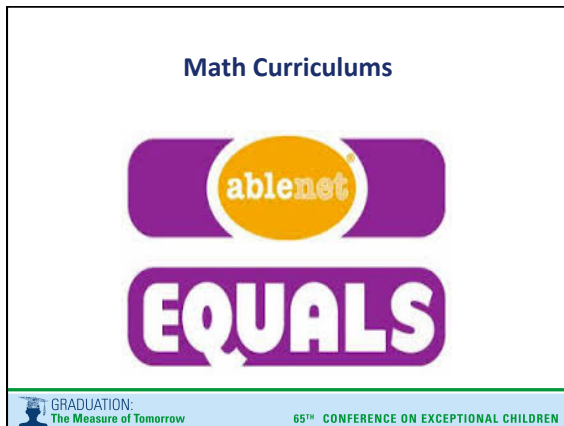
- Rote Counting
- Identifying and Comparing Numbers
- Addition/Subtraction
- Units of Measurement
- Patterns
- Time and Money
- Shapes (Geometry)

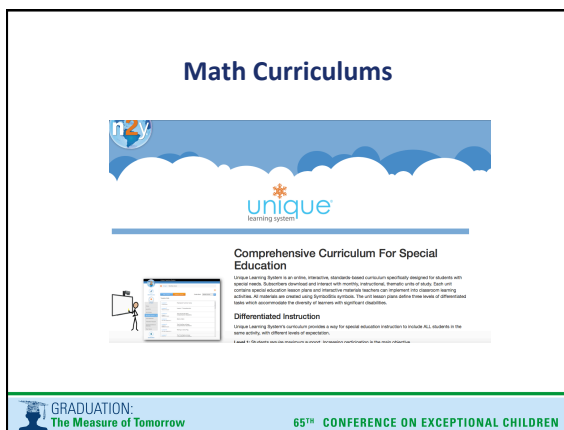
Math: Adapted Curriculum Areas

Revised Curriculum Guide 2013

August/September

Big Ideas: Systems		Essential Vocabulary	
ELA – Understand story details, text structure, book awareness		ELA: book, front cover, title, author, illustrator, text, spine, characters, event	
Math – Counting and Number identification		Math: one, more, zero, how many, less, equal, total, same	
Science – Earth Systems: Changing weather and changing landforms		Science: rainy, sunny, cloudy, snowy, hot, cold, weather, seasons, earth, soil, rocks, environment	
Social Studies – Civics: Class expectations		Social Studies: rules, share, manners, communicate, consequences, expectations	
Learning Targets		Assessment and Data	
What do students need to be able to know / do ?			
Students will demonstrate the understanding of systems across the curriculum.			
ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
Recognize text structures: K.4. With prompting and support, ask a reader about unknown words in a text. K.5. Identify the front cover of the book. View expectations and standards	Number names and counting sequences: K.1. Understand number words as representing a quantity. K.2. Understand the concept of first and last. View expectations and standards	Identify physical properties of objects: EX.K.P.2 Identify objects by their physical properties. Understand characteristics of objects: View expectations and standards	Understand the expectations of group participation: EX.K.C&G.1.1 Demonstrate joint attention with a peer. EX.K.C&G.1.2 Follow simple classroom expectations (e.g., "help") View expectations and standards







Math and Literacy

- Address different math concepts each time you read the book
- Create shared math activities

Literacy is Everywhere!!


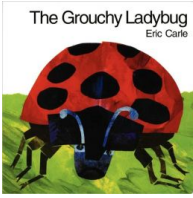



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http://www.parklms.org/courtesy/images/teaching-resources/educational-publications/yesit_toit_tom225.jpg

Math and Literacy

- Charts/Graphing
- Voting
- Counting
- Grouping
- Money
- Measurement

Math and Literacy


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Math Stories

Elementary Book Examples:


- *Three Little Pigs*
- *Ten Apples on Top by Dr. Seuss*
- *The Hungry Caterpillar*
- *Pete the Cat- Buttons Book*

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Math Stories

- *One Fish, Two Fish, Red Fish, Blue Fish*
- *The Mittens*
- *Goodnight Moon*
- *If You Give a Mouse a Cookie*

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Math Stories

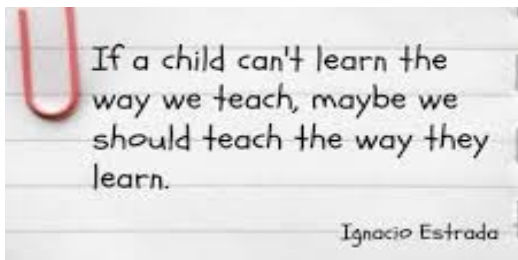
Middle/High School Math Book Examples:

- *The True Story of the Three Little Pigs*
- *Spaghetti and Meatballs For All*
- *Start to Finish Literacy Starter stories*
- *Tarheel Reader Stories*
- *The Swamp*

- Share math stories you have used with your grade level.

Embedded Instruction

Embedded Instruction



Embedded Instruction

- Infuse content areas of NCSCOS Extended Essential Standards together into interactive lessons.
- Address time efficiency to manage learning, behaviors, on-task time
- Create framework to allow integration of areas of need
- Cover concepts in your daily schedule

Embedded Math Instruction

Arrivals



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Mealtimes



https://images.indiego.com/file_attachments/948180/file/20141021091143-red-ut-raw.jpg?1413907903

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Morning Group



<http://l2.wp.com/simplelifesciencestrategies.com/wp-content/uploads/2015/02/Weekly-weather-calendar1.png>

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Academic Areas

- Science
- Social Studies
- Word Study
- Writing

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- Art
- Music
- P.E.
- Media



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- Bathroom
- Dressing



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Recess

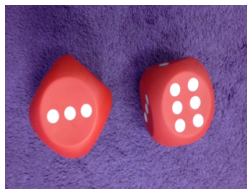


<http://previews.123rf.com/images/lightwise/lightwise1205/lightwise120500028/13559418-Hopscotch-game-in-perspective-in-a-schoolyard-on-an-asphalt-floor-with-chalk-drawings-of-numbers-and-Stock-Photo.jpg>

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Independent Time



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Math in Motion




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Math in Motion

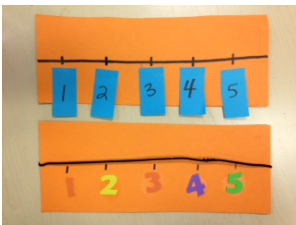


A circular math activity board with a red pointer. The board is divided into six colored segments (blue, green, yellow, orange, red, purple) with numbers 1 through 6. Small white dice are placed on the segments. The board is mounted on a white base.

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Math in Motion



A math activity board with two horizontal orange strips. The top strip has five blue cards with numbers 1 through 5. The bottom strip has five colored cards (red, yellow, green, blue, purple) with numbers 1 through 5. The cards are hanging from a black string.

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• Share ways you have embedded math into your instruction.

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Universal Design for Learning



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Universal Design Planning Pyramid

What **some** students will do

What **most** students will do

What **all** students will do




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Universal Design for Learning

- Focuses on differentiation instruction
- Provides cognitive clarity
- Specifically design instruction for students
- Provides a way for the curriculum to fit our students



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Principles of Universal Design for Learning

Provide multiple, flexible means of:

- Representation
- Expression
- Engagement

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Multiple Means of Representation



Patty Pierce, Center for Literacy and Disability Studies, UNC-CH
Carol Huston, Janet Franklin, Assistive Technology Resource Center, J. Iverson
Riddle Center

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Experience Book

A book that:

- Relates to the experiences of a specific individual.
- Uses the communication methods and materials most easily understood by the individual.
- Presents content is at a level that is most relevant and best understood by the individual.

Terry Rafabowski/Weich, PhD

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Experience Book



<http://www.pathsforliteracy.org/strategies/creating-tactile-experience-books>

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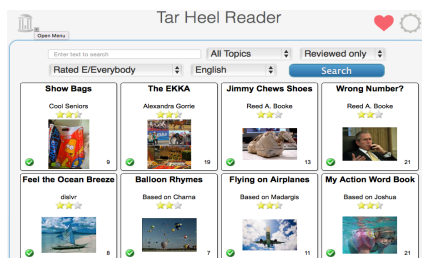
Adapted Books

- Powerpoint books
- Printed Powerpoint books
- Textualized books
- Store bought books (scanned, laminated and textualized)

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The Measure of Tomorrow

65TH CONFERENCE ON EXCEPTIONAL CHILDREN

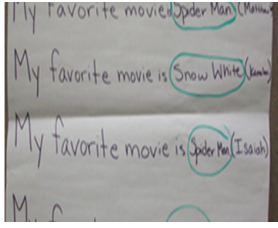

Adapted Books




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Multiple Means of Engagement


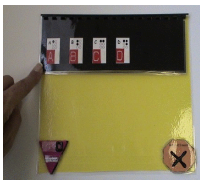
www.livebinder.com Author Ann Jacobson and janefarrall.com




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Multiple Means of Expression




Center for Literacy and Disabilities Studies



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Lesson Planning



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Bring It All Together

Create a math lesson plan around a book in your grade level to include:

- NC Extended Content Standards
- Literacy
- Communication
- Math
- Adaptions (tactile)

Lesson Plans

Lesson Plan Adapted from Understanding by Design Lesson Format by
Randa Layman, Katherine Townsend, and Claire Greer.

Extended Content Standards Lesson Plan

Teacher (S): _____	Student(s): _____
Unit: _____	Lesson Title: _____
Grade Level(s): _____	Subject(s): _____

Standards and Goals: Explicitly state the specific Extended Content Standards and ELP goals that are used for your lesson.

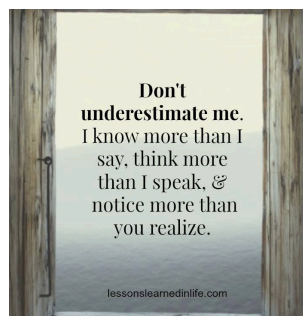
Essential Questions/Learning Targets:

"I can" Statements for Students: These are your learning outcomes for students that will be explicitly stated in terms of standards. This gives the students a clear understanding of what they are expected to be learning.

Performance Measures: Through what evidence (performance tasks) will students demonstrate the learning outcomes? By what criteria will "performance of understanding" be judged?

Other Evidence: Through what other evidence (e.g. ELP progress monitoring, written products, assessment questions, strategies, etc.) will students demonstrate achievement of the standards? How will students reflect upon and self-assess their learning?

Materials:



Resources

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The Measure of Tomorrow

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MAST Modules <http://mast.ecu.edu>

[MAST Home](#) | [Module Selection](#) | [About MAST](#) | [Contact MAST](#)

Modules Addressing Special Education
and Teacher Education

Select a Module | About Mast

Tar Heel Reader

<http://tarheelreader.org/find>

 <small>CLDS</small> 	 <small>Based on Charna's book</small> 	 <small>Jennifer</small> 	 <small>when I lie on my bed.</small>
 <small>I Like Sunflowers</small> 	 <small>Dinosaurs Lived Long Ago</small> 	 <small>The First Man on the Moon</small> 	 <small>What's the Weather?</small>
 <small>Finding My Cat!</small> 	 <small>What are you doing? Verbs.</small> 	 <small>Where Are You Going?</small> 	 <small>The Holocaust</small>

National DB Equipment Distribution Program

<http://www.icanconnect.org/north-carolina>

- Enables low-income individuals with DB to access 21st Century communication and information services
 - Braille Devices, Computers, Mobile Devices, Phones, Signalers, Software
 - Installation, training, and tech support
- Income eligibility
 - Single person – up to \$44,680
 - Family of four – up to \$92,200
- 1-800-825-4595 for additional info

iCanConnect
The National Deaf-Blind Equipment Distribution Program

GRADUATION: The Measure of Tomorrow

NCDB Literacy Site

<http://www.nationaldb.org/literacy>

Literacy for Children with Combined Vision and Hearing Loss

Home
About the Website
Shifting the Perspective
Building a Foundation
Early Emergent Literacy
Emergent Literacy
Writing
Vocabulary Development
Comprehension
Increasing Fluency
Expanding Literacy
Planning
References

ALL children CAN read...let us sl

Are you the parent or teacher of a child who is looking for a community of families and teachers at a university interested in connecting around literacy for learners with complex challenges to improve literacy in your school system?

This site is for individuals interested in best practices for increasing literacy skills. Its contributors include State Deaf Blind Project to the field and help more families play an challenges. The instructional techniques and practices for increasing literacy skills.

It is recommended that you visit the Shifting Literacy from a broader view. If you are looking for the Literacy Skills Checklist provides guidance be most helpful.

Literacy Skills Checklist

ECU TSP Technical Assistance

<http://www.coe3.ecu.edu/ncdbsupport>

College of Education
North Carolina Deaf - Blind Project Teacher Support Program

Technical Assistance Request Form

The North Carolina Deaf-Blind Project Teacher Support Program (TSP) is available at no cost to early intervention programs and public/private schools to support learners who experience both a hearing and vision loss (i.e., deaf-blindness).

Educators and service providers may request TSP consultation services for individual learner needs by completing the following request form. This form should **NOT** be used by family members to request support. Families may request technical assistance and support from the North Carolina Deaf-Blind Project Family Support Specialists. Follow this link to the North Carolina Department of Public Instruction website for more information on the NC DB Project and Family Support Specialists. [Click here to go to the website.](#)

Educators & Service Providers: Please complete all data fields. Once you complete and submit this technical assistance request, a TSP colleague will be in touch with you.

DO NOT INCLUDE ANY LEARNER IDENTIFIABLE INFORMATION ON THIS FORM.

Important Note: All Highlighted Fields Are Required!

Please contact us:

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